


ED COMMITTEE #2
January 28, 2008
Update

MEMORANDUM

January 24, 2008

TO: Education Committee

FROM: Vivian Yao, Legislative Analyst 

SUBJECT: **Update – Middle School Reform Initiative**

Today the Education Committee will receive an update on the Middle School Reform Initiative in Montgomery County Public Schools (MCPS). Linda Ferrell, Director, Middle School Instruction, MCPS, will present to the Committee and answer questions.

The Superintendent has recommended funds for the second year of this three-year initiative in the FY09 operating budget. The Board of Education is currently reviewing the Superintendent's recommendation, and is scheduled to make its final operating budget decisions on February 5. The Board then will transmit its FY09 budget to the County Executive and the County Council by March 1.

The purpose of today's worksession is to hear an overview of this major MCPS initiative. Although the initiative is in its first six months of implementation, the worksession will give the Committee an opportunity to consider how the efforts to date and the Superintendent's recommended FY09 budget are consistent with goals outlined in the three year plan presented to the Committee last year. The Committee will also have the opportunity to identify issues and information that it may want to discuss during upcoming budget worksessions once the Board's FY09 budget is finalized.

OVERVIEW

In a memorandum to the Board of Education in January of 2007 (©12-18), Superintendent Jerry Weast explained that the Middle School Reform Plan is a comprehensive reform effort intended to raise student performance, close the achievement gap, and increase the level of academic rigor in middle schools. The initiative is organized around six goals: Leadership; Curriculum, Instruction, and Assessment; Extended Learning Opportunities; Organizational Structures; Human Resources; and Parent and Community Engagement. The Implementation Section of the

The three-year reform initiative is scheduled to reach all 38 middle schools. The current fiscal year, the first year of implementation, targets five schools: Benjamin Banneker, Roberto Clemente, Montgomery Village, Sligo, and Earle B. Wood middle schools. The Superintendent's FY09 budget includes funding to expand the initiative to nine new schools that have yet to be selected. The MCPS presentation at ©6 indicates the selection process will begin on February 8, 2008 with the submission of letters of interest.

IMPLEMENTATION

Implementation of the Middle School Reform Initiative is in its beginning stages. Council staff expects the MCPS presentation to focus on Phase I activities during the first 90 days of implementation. The Committee may want to discuss to what extent actions described in the Implementation Plan for Phase I (©19-25) still need to be implemented and whether they are on schedule to be completed during FY2008.

BUDGET

During the Committee's FY08 budget discussions last spring, MCPS provided a complete budget covering the three years of the phase-in plan, 2008-2010 (©26-30). The project was projected to cost \$18.2 million over the three years, with \$8.2 million coming from realignment of existing resources and \$10 million needed in new resources.

The Superintendent's FY09 recommendation is very close to the original projection for additional resources in FY09 --\$2,988,126 instead of \$3,015,299. The Superintendent's recommended amount for realigned resources, on the other hand, is \$1 million more than the previously projected amount --\$3.6 million instead of \$2.6 million.

The chart below shows the projected and recommended budgets for additional resources for each goal, as well as the difference between the two amounts. The preponderance of the funds support (1) staffing efforts including content specialists and grade level team under Goal 1, Leadership and (2) time for training and collaboration among cohorts of teachers and support professionals under Goal 4, Organizational Structures.

Goal	Projected FY09	Sup Rec FY09 Operating	Change
1. Leadership	1,914,705	1,416,625	498,080
2. Curriculum, Instruction & Assessment	89,175	88,700	475
3. Extended Learning Opportunities	139,897	163,435	(23,538)
4. Organizational Structures	861,840	1,292,863	(431,023)
5. Human Resources	--	--	--
6. Parent & Community Engagement/Communication	9,683	26,503	(16,820)
TOTAL	3,015,300	2,988,126	27,174

In addition, the budget for the Office of Organization Development includes \$1,104,295 related to middle school reform that is not included in the above total. This amount is for leadership team development and expansion of training capacity through the Professional Learning Communities Institute.

The Committee may want additional information relating to the following issues:

- **Changes in Projected Costs** -- What accounts for the significant differences in projected and recommended budgets for additional resources for Goal 1, Leadership, and Goal 4, Organizational Structures?
- **Realigned Resources** -- The recommended \$3.6 million in realigned resources for middle school reform is \$1 million more than what was projected. How does this realignment change how MCPS delivers its programming at middle schools? What is gained and lost as a result of this realignment?

OUTCOMES

The MCPS presentation at ©5 describes evaluation activities to be performed in Phase I, and the Middle School Reform Plan (©25) highlights the goals of the evaluation plan. The Committee may want to ask for more specific information about the evaluation plan including specific short and long term measurements. For example, the student and district performance targets identified in the MCPS Strategic Plan Our Call to Action are attached on ©31-38. Does MCPS anticipate that the reform initiative will affect performance in all middle school performance benchmarks? Will other benchmarks be developed specifically to assess this reform initiative?

OTHER MIDDLE SCHOOL BUDGET INITIATIVES

The Superintendent's Recommended FY09 Operating Budget Summary at ©8-11 describes additional initiatives at the middle school level described below. Although these initiatives are not specifically part of the three-year Middle School Reform Plan,

they are related to the comprehensive efforts to improve middle schools and have significant cost implications. The Committee may want to discuss the impact of these resources on the success of the middle school reform proposal. Some of these are:

- **Middle School Magnet Consortium (MSMC) (\$1,222,934):** Continues the magnet programs at Argyle, Loiederman, and Parkland Middle Schools previously supported by a three-year federal grant that ends in FY2008.
- **Expansion of MSMC to Other Middle Schools (\$744,871):** Expand innovative pathways programs for accelerated instruction originated as part of the MSMC into all middle school reform schools.
- **Hours-Based Staffing for Special Education at 3 Additional Middle Schools (\$923,102):** Expand hours-based staffing to three additional middle schools to help special education students meet achievement expectations, for a total of 16 middle schools with hours-based staffing.

The packet contains the following attachments:

	<u>Circle #</u>
MCPS Middle School Reform Update	1-7
Excerpts from the Superintendent's Recommended FY09 Operating Budget Summary	8-11
January 9, 2007 Memorandum from Superintendent to Board of Education	12-18
Implementation Section of the Middle School Reform Report	19-25
Middle School Reform Budget Item Projections Through FY2010	26-30
Performance Target Excerpts of MCPS Strategic Plan Our Call to Action	31-38

Middle School Reform Update

County Council
Education Committee

January 28, 2008

Six Goals of Middle School Reform

- **Goal 1:** Ensure effective leadership that promotes shared ownership for student and staff success and establishes a culture of high expectations.
- **Goal 2:** Engage all students in effective and differentiated instructional practices using a rigorous, standards based curriculum and challenging assessments.
- **Goal 3:** Provide extended learning opportunities that engage and motivate students to achieve at higher levels.

Six Goals of Middle School Reform

- **Goal 4:** Implement organizational structures that maximize time for teaching and learning, cultivate positive relationships, and promote increased student achievement.
- **Goal 5:** Ensure that middle school staff has the knowledge, skill, and content expertise to meet the learning and developmental needs of middle school students.
- **Goal 6:** Engage parents and the community as partners to promote school and student success.

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Phase I Schools

- **Benjamin Banneker MS**
- **Roberto Clemente MS**
- **Montgomery Village MS**
- **Earle B. Wood MS**
- **Sligo MS**

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What do students need to prepare for the 21st Century?

- **Use technology**
- **Communicate effectively**
- **Work in teams**
- **Solve complex problems**
- **Connect learning across disciplines**
- **Think strategically**
- **Apply knowledge to real-life situations**

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Summer 2007

- **Phase I Leadership Team**
 - Adolescent Learner
 - Rigorous Instruction
 - Collaborative Planning Process
 - Professional Learning Communities
Institute
- **All Middle Schools**
 - Adolescent Learner
 - Rigorous Instruction

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Summer 2007

■ Phase I Teachers

- Mathematics and literacy training
- New elective courses
 - Information Communication Technologies
 - Arts Investigations

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Integrating Technology in the Middle Schools – Summer 2007

■ 21st Century Classrooms Technology

- 5 Phase I schools
- 8 Technology Modernization schools
- Parkland Magnet School

■ Performance Matters Technology Tool

- 12 schools

■ *Lights, Camera, Literacy! Summer Course*

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Middle School Reform... The First 90 Days

**A Principal's Perspective:
Mr. Shawn Joseph,
Roberto Clemente
Middle School**

Evaluation of Phase I

- **Implementation Evaluation – conducted by the MCPS Department of Shared Accountability**
- **September – Present: School visits**
- **December 2007 – January: Observations of Phase I classrooms and interviews of Phase I staffs**
- **Spring 2008: Observations and surveys of school-based staff, students, and parents**
- **Evaluation briefs or memoranda will summarize findings**

Phase II Middle School Reform

- **Nine schools**
- **Submit letters of interests by
February 8, 2008**
- **Selection committee meets on
February 27, 2008**

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Middle School Reform Initiative FY 2009 Budget Request

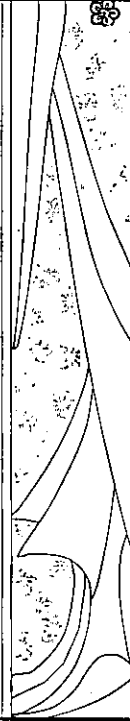
■ Leadership	1,416,625
■ Curriculum, Instruction & Assessment	88,700
■ Extended Learning Opportunities	163,435
■ Organizational Structures	1,292,863
■ Human Resources	----
■ Parent & Community Engagement/ Communication	26,503

Total: \$2,988,126

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Questions

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FY 2009 OPERATING BUDGET INITIATIVES

ITEM	FTE	AMOUNT
Elementary Schools:		
Count LRE A Special Education Students in General Education		
Enrollment at the Elementary School Level	10.00	602,187
Lunch Hour Aides	16.00	432,008
Elementary Assistant Principals	10.00	1,078,880
Increase Number of Focus Schools	6.25	573,789
Guidance Counselors	6.00	529,092
Subtotal	48.25	\$ 3,215,956
Middle Schools:		
Middle School Magnet Consortium	14.75	1,222,934
Middle School Reform - Expand to 9 Additional Schools	23.40	2,988,126
Expansion of MSMC Courses to Other Middle Schools	1.00	744,871
Hours-Based Staffing for Special Education at 3 Additional Middle Schools	17.75	923,102
Subtotal	56.90	\$ 5,879,033
High Schools:		
Support for ESOL Students with Interrupted Education	2.60	163,711
Poolesville HS-Whole School Magnet & Extended Day - Phase in Grade 11		120,960
IB Diploma Program at Kennedy & Seneca Valley High Schools		79,310
	2.60	\$ 363,981
Other:		
Positive Beh.Interventions & Supports (PBIS) - Expand to 15 more schools		173,862
Parent Community Coordinators	6.00	444,491
Professional Learning Communities Institute	1.00	88,183
Subtotal	7.00	\$ 706,536
TOTAL	114.75	\$ 10,165,506

Montgomery County Public Schools

FY 2009 OPERATING BUDGET

Middle School Reform

The FY 2009 Operating Budget includes expansion of the middle school reform initiative that began in FY 2008. In FY 2009, nine additional schools still to be identified will be added to the reform initiative, in addition to the five schools included in phase I (Benjamin Banneker, Roberto Clemente, Montgomery Village, Sligo, and Earle B. Wood middle schools). These nine schools will receive the same reform components as the original schools. The total cost of the reform initiative is \$2,988,126 for the nine new schools. An additional \$1,222,934 is required to continue programs in the Middle School Magnet Consortium; the three-year federal grant that will terminate in FY 2008 and needs to continue with local funding in FY 2009. In addition, \$744,871 is required to expand offerings in the Middle School Magnet Consortium to other middle schools.

Background

The *No Child Left Behind Act* and state laws have increased accountability for student performance in middle schools.

- In 2007, 11 of the 38 middle schools (29 percent) did not make Adequate Yearly Progress (AYP). Although this is an improvement from 2006, when 55 percent failed to make AYP, significant improvement is required in middle schools.
- In 2007, of the 16 middle schools identified for school improvement status, 9 made AYP and will exit school improvement status if they continue progress in 2008.
- The MCPS strategic plan *Our Call to Action: Pursuit of Excellence*, identified the needed steps to improve rigor and student achievement in middle school for all students.
- Middle schools have benefited from extended-day/extended-year programs in all middle schools and from new reading assessments and reading interventions. However, staff has lacked sufficient capacity to develop a comprehensive strategy to engage students in the middle years.

Reform Elements

The Middle School Reform Initiative has the goal of developing staff capacity to engage students creatively in the learning process to improve student achievement for all students. The strategy includes the following elements:

- Leadership and Professional Development
- Curriculum, Instruction, and Assessment
- Extended Learning Opportunities
- Technology

- Organizational Structure
- Human Resources
- Parent and Community Engagement

As with the successful Early Success Performance Plan, success in the middle school reform initiative depends on the combination of all these elements targeted to improve student achievement.

Continued Initiatives

The nine new schools will receive a total of 23.4 new positions and a total amount of \$2,988,126. There also are 34.2 positions realigned within middle schools for a total of 57.6 positions and \$7.3 million to support the reform initiatives. Components of the middle school reform initiative include the following:

- Curriculum development and staff development of leadership teams through the Professional Learning Communities Institute is included in the budget of the Office of Organizational Development (OOD) at a cost of \$1,016,112 and is not included in the above totals. The OOD budget also includes an initiative to expand the PLCI by a 1.0 instructional specialist position at a cost of \$88,183 to expand training capacity to include all the new middle schools in the reform program.
- Addition of 7.2 literacy coaches (\$488,425)
- Addition of 5.4 math content specialists (\$336,722)
- Realignment of 9.0 other content specialists (\$1,007,920)
- Addition of 9.0 grade level team leaders (\$591,478) and realignment of 3.6 other positions as grade level team leaders
- Additional time for training and collaboration among cohorts of teachers and support professionals (\$1,292,863), which is required to begin the initiative, but is not a permanent feature of the plan
- Materials for curriculum development and reading interventions (\$88,700)
- Study Circles training for parent involvement (\$26,503)
- Extended learning opportunities coordination, including 1.8 positions (\$107,318)
- Transportation costs for extended-day programs (\$56,117)

Middle School Magnet Consortium

The Middle School Magnet Consortium (MSMC) initiative totals \$1,222,934, including 14.75 positions. MCPS received a major three-year federal grant totaling \$7.2 million to launch the consortium, including innovative school themes. The MSMC includes Argyle Middle School (Information Technology), Parkland Middle School (Aerospace Technology), and A. Mario Loiederman Middle School (Creative and Performing Arts). Initial evaluation data shows significant improvement in student achievement and a high degree of satisfaction at each of the schools. Successful elements of the MSMC program will be expanded to other middle schools as part of middle school reform. Although the grant ends in FY 2008, additional federal funds have been requested. If these funds are

not received, certain elements of the program can continue at the three schools in FY 2009.

- The initiative includes continuation of 3.0 magnet coordinator positions to support the theme programs and provide curriculum and other instructional leadership support at each school and a 0.25 secretary for administrative support at a total cost of \$522,934.
- The initiative also includes 11.5 teacher positions at a cost of \$700,000 to allow the continuation of teachers being scheduled to teach five out of eight periods which provides additional time for training and cohort collaboration. This component is dependent on additional federal funding and will not be a permanent feature of the program.
- Transportation for students already in the program from the three adjacent clusters will continue, but new students who elect the consortium program will provide their own transportation from outside the attendance zones of the three consortium schools.

Expansion of MSMC Magnet to Other Middle Schools

Addition of a 1.0 coordinator (\$144,871) and \$600,000 to expand the innovative pathways programs for accelerated instruction originated as part of the Middle School Magnet Consortium into all middle school reform schools. This will include additional instructional technology resources and other improvements.

Other Middle School Improvements

In addition to the middle school reform initiative and the middle school magnet consortium, the FY 2009 operating budget includes other initiatives that will benefit middle schools:

- Hours-based Staffing for Special Education – Expansion of hours-based staffing to three additional middle schools facing a challenge to help special education students meet achievement expectations, for a total of 16 middle schools with hours-based staffing
- Positive Behavioral and Instructional Supports (PBIS) – Support for the state-operated training program to improve student behavior and achievement, which will include new middle schools
- Parent Community Coordinators – The addition of 6.0 parent community coordinators will benefit additional middle schools.

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

January 9, 2007

MEMORANDUM

To: Members of the Board of Education
From: Jerry D. Weast, Superintendent of Schools
Subject: Report on Middle School Reform

Executive Summary

The Montgomery County Public Schools is committed to providing an outstanding education for every middle school student. In an information-rich, technology-driven society, this will mean that middle schools must be prepared to use the same 21st century tools in the classrooms that students are using in their everyday lives. Schools must look beyond state expectations and standards and prepare students to compete and succeed in a global economy.

Our schools must ensure that students have the skills to succeed in a global marketplace. They must be able to work in teams, solve complex problems, know more than one language, interpret information, communicate effectively, connect learning across disciplines, think strategically, and apply knowledge to real-life situations. Students are already using some of these skills beyond the schoolhouse. They compose music with their friends and integrate the music into videos they produce. They are creating virtual businesses, cities, and governments. They are creating Web sites that include animation and digital photography. Students are connecting with people around the world through instant messaging, blogging, text messaging, and video conferencing. As both consumers and producers of news, information, and entertainment, these students have become the supreme multitaskers in a digital age.

As a school system we must bring what we teach and how we teach into the 21st century. Curricula and instructional practices must match the skills and interests of the students. In order to achieve success, MCPS must ensure that every middle school student is held to the highest academic standards, engaged in rigorous and relevant learning, and taught by caring and highly skilled teachers.

Time is of the essence for the work that must be done to improve middle school education. There are 30,000 students sitting in our classrooms today with another 10,000 poised to enter middle school next year. As a result of the elementary reforms, record numbers of students are entering middle school with higher level math and reading skills. At the high school level, unprecedented numbers of

students are taking Advanced Placement and International Baccalaureate courses and outperforming students in the nation on these exams. By implementing middle school reform, the bridge between elementary school and high school will be strengthened. At the heart of this reform is the promise to provide every middle school student with a high quality education and a commitment to close the achievement gap.

The middle school reform plan was developed by a broad-based group of educators, parents, and community members, as well as representatives of the employee associations. This report describes the reform process and identifies the goals, recommended actions, and implementation plan.

Background

In 1999, the Montgomery County Public Schools (MCPS) launched a comprehensive plan of systemwide reform to ensure that students are successful in the 21st century. The strategic plan, *Our Call to Action: Pursuit of Excellence*, began with improvements to elementary and high schools. Students at those levels are now posting unparalleled gains in achievement. As a result of the improvements at the elementary level, record numbers of students are entering middle school with mathematics and reading skills that are higher than ever before. At the high school level, expectations have been raised resulting in unprecedented numbers of students taking Advanced Placement and International Baccalaureate courses. Performance on these exams by all groups of MCPS students outpaces the nation. We have implemented some important initiatives in middle schools; however, we have not had the organizational capacity to launch a comprehensive, reform effort aimed specifically at the middle school level. It is now time to focus on middle school reform to ensure a seamless high quality K-12 educational experience for all students.

Reform Process

The development of the middle school reform efforts involved a coordinated approach guided by the school system's strategic plan, middle school policy, an external program review of middle schools, and ongoing work done by school leaders in collaboration with Harvard University. The reform effort began with a careful review of middle schools. In 2004, MCPS contracted with an external research firm, MGT of America, Inc. (MGT), to conduct a comprehensive middle school program review. The Middle School Program Review Report was presented to the Board of Education in March 2005. Simultaneous to the program review, MCPS school leaders engaged in a three-year process as part of the Public Education Leadership Project at Harvard University Graduate School of Education and Harvard Business School to look at achievement gap data and to determine if the progress made in the elementary reform could be sustained as students transitioned to middle school.

In August 2005, a multi-stakeholder Middle School Reform Steering Committee was formed under the leadership of Mr. Larry A. Bowers, chief operating officer; Dr. Frieda K. Lacey, deputy superintendent of schools; and Mr. John Q. Porter, deputy superintendent for information and organizational systems, to guide the reform process and oversee the development of recommendations. The charge of the Steering Committee was to develop a comprehensive plan to produce a rigorous and challenging middle school education program that improves teaching and

learning, promotes continuous improvement in all middle schools, and ensures that all students are prepared for rigorous high school standards, with a particular focus on addressing the achievement gap of African American and Hispanic students, English language learners, students with disabilities, and students impacted by poverty.

In October 2006, the Steering Committee convened project teams comprised of more than 160 staff members, parents, employee association representatives, and community members in the development of the middle school reform plan. Student input, as well as other stakeholder input, was solicited and obtained through community forums, focus groups, and print and web surveys.

The project teams were organized under seven reform elements—Leadership and Professional Development; Curriculum, Instruction, and Assessment; Extended Learning Opportunities; Technology; Organizational Structure; Human Resources; and Parent and Community Engagement/Communication. The project teams were given specific tasks associated with their respective reform element and charged with developing draft recommendations based on scientifically-based research practices, benchmark exemplary models, and relevant data. These draft recommendations were prioritized by the project team co-chairpersons and the Steering Committee based on the reform charge and incorporated in the comprehensive plan for middle school reform.

The Board of Education conducted a review and revision of Policy IEB, *Middle School Education*, to accommodate the latest findings in research on middle level education. The middle school policy was revised concurrently with the development of the reform plan and input from the middle school project teams was instrumental in the revision process. Each project team was required to document the implications of the research and other findings on the revision of Policy IEB, *Middle School Education*. The Steering Committee served as the work group for revising the policy and representative staff provided updates to the Board of Education Policy Committee.

Throughout the reform process, MCPS conducted several community forums to gather input on middle school education and to solicit feedback from its stakeholders on goals, strategies, and recommended actions. Another critical resource was an examination of components of the Middle School Magnet Consortium such as accelerated curriculum, interest-based course offerings, collaborative planning and on-site professional development, and engaging instructional practices. After carefully examining the data, reviewing the reports from the seven project teams, and considering the extensive stakeholder feedback, the Steering Committee synthesized their findings into six goals that would move the school system forward in achieving sustained success for every middle school student.

Reform Goals and Recommended Actions

Based on the national research and the extensive work of the project teams, Middle School Reform must address four key areas in order to meet the academic and developmental needs of our students—

- Collaborative and high quality leadership

- Teachers with strong content knowledge and teaching expertise
- Rigorous and challenging curriculum, instruction and assessments that require students to make connections across disciplines and apply information to real life
- Strong parent and community engagement

These four key areas are clearly reflected in the six goals and recommended actions of the Middle School Reform plan. In addition to these areas, the plan incorporates other critical elements such as professional development, technology, and supports for students. Expectations for academic excellence at the highest level, with appropriate supports, is the common thread that is woven through each of the six goals.

The six goals and key recommended actions that will effect change in middle school education are listed below.

Goal 1: Ensure effective leadership that promotes shared ownership for student and staff success and establishes a culture of high expectations.

- Implement a comprehensive professional development plan for middle school leaders
- Establish a new internship model for aspiring middle school principals to develop leadership skills specific to middle school
- Restructure the roles and responsibilities of resource teachers and team leaders
- Create new mathematics and literacy content specialist positions

Goal 2: Engage all students in effective and differentiated instructional practices using a rigorous, standards-based curriculum and challenging assessments.

- Align mathematics and English curricula with The College Board standards and use formative and benchmark assessments
- Identify explicit accelerated pathways within the middle school curriculum areas
- Implement a comprehensive professional development plan for middle school instructional staff on topics such as differentiation, rigor, technology, and using data to drive instruction
- Offer rigorous electives in the arts and technology using the courses from the Middle School Magnet Consortium as a model

- Utilize innovative classroom technology in selected content area classes to actively engage students in instruction

Goal 3: Provide extended learning opportunities that engage and motivate students to achieve at higher levels.

- Redesign after school and summer programs and incorporate the use of innovative technology and hands-on activities that actively engage students

Goal 4: Implement organizational structures that maximize time for teaching and learning, cultivate positive relationships, and promote increased student achievement.

- Provide hours-based staffing allocation to support the inclusion of special education students in general education classes
- Increase counselor allocation to support student success
- Allocate an additional 75 hours per week to schools for professional development and collaborative planning
- Establish systemwide criteria for selecting a school schedule
- Implement the Honors/Advanced Placement Potential Identification Tool (HAPIT) to increase enrollment of African American and Hispanic students in advanced level classes

Goal 5: Ensure that middle school staff has the knowledge, skill, and content expertise to meet the learning and developmental needs of middle school students.

- Recruit, hire, and retain staff for middle schools who are highly skilled in meeting the needs of middle school students and who reflect the diversity of the MCPS community
- Train all staff members who hire middle school personnel to match potential candidates to the needs of middle school students

Goal 6: Engage parents and the community as partners to promote school and student success.

- Implement the Study Circles program to build staff-parent-student relationships and develop action plans for addressing racial and ethnic barriers
- Develop a tool kit for school staff that includes resources, best practices, and strategies for effective two-way communication and parent and community engagement

- Create a Parent Academy in collaboration with parents and community partners to help parents access school and community resources and enhance skills to support student learning

Implementation Plan

Phase I: School Year 2007–2008

The middle school reform process is a multi-year initiative that will be phased in over a three-year period. During the 2007–2008 school year, five middle schools will implement the key selected recommended actions. The other 33 middle schools will implement selected recommended actions. Throughout the year, the Phase I schools will meet and report on the progress of the implementation. MCPS will monitor the implementation of the reform plan to determine if modifications are needed prior to the anticipated expansion to Phase II.

The five Phase I schools will be selected using an application process that is open to all 38 middle schools. All middle school principals received information to share with their school communities and sought their input in the decision to apply as a prospective Phase I school. Principals of prospective Phase I schools will submit a letter of interest and complete an application, which will be reviewed by a subcommittee of the Steering Committee. It is anticipated that the five schools will be identified and notified by February 2007.

Phase II: School Year 2008–2009

During the 2008–2009 school year, the initiatives implemented in Phase I will be expanded to additional schools. The number of schools identified will be contingent on the approval of the MCPS FY 2009 budget and the evaluation of the Phase I initiatives. The middle school principal internship program will be initiated during Phase II.

Full Implementation: School Year 2009–2010

During the phase-in process MCPS will determine which components of the reform plan will be implemented in all schools and which schools will receive additional resources, based on student needs. This process is similar to the one used to implement the *Early Success Performance Plan*.

Action Plan

A detailed action plan to implement the recommendations will be collaboratively developed by staff and shared with stakeholders. The plan will outline professional development for leaders and instructional staff, curriculum and instructional program development, systemwide processes and guidelines, and school and parent resources. Development of the action plan will begin in January 2007.

Budget

The Middle School Reform is a three-year, \$10 million effort. In addition, staff has identified \$8.2 million of existing resources to be realigned to support the funding of the initiative over the next three years. A detailed budget for the multi-year initiative is provided in Attachment 3 of the report. The proposed budget for FY 2008 is approximately \$2.5 million, which reflects the additional resources needed to fund Phase I of the reform. Funding needed for FY 2009 and FY 2010 are \$3.1 million and \$4.8 million, respectively.

Evaluation Plan

The Middle School Reform plan is designed to raise student performance, close the achievement gap, and increase the level of academic rigor in middle schools. An advisory group will be established in January 2007 to develop the evaluation plan and timeline.

Conclusion

The plan to improve middle school education in MCPS has involved many people who are critical to the success of Middle School Reform. There are over 30,000 students who attend our middle schools every day. Each student deserves to attend a high-performing middle school where there are expectations to achieve at high levels and meet rigorous academic standards. Students must be actively engaged in relevant instruction where they can apply sophisticated skills to real-world problems and where they can use technology that captures their interests and enables them to communicate and participate in a global community. As we implement Middle School Reform, we will provide every middle school with strong instructional leaders, curriculum and assessments that meet rigorous standards, and teachers who are content experts, capable of engaging students, while preparing them for high school, post-secondary education, the workforce, and beyond.

At the table for today's discussion are Mr. Erick Lang, acting associate superintendent, Office of Curriculum and Instructional Programs; Mrs. Linda Ferrell, acting director, Middle School Instruction and Achievement; Mrs. Lancellotti Dempsey, principal, Shady Grove Middle School; and Mr. Brian Betts, magnet coordinator, A. Mario Loiederman Middle School Magnet for the Creative and Performing Arts.

JDW:rlj

Attachment

SECTION IV IMPLEMENTATION PLAN

The middle school reform is a multi-year initiative phased in over a three years. During the 2007–2008 school year, five schools will participate in Phase I of the reform. Phase I schools will be identified through an application process. Those schools applying for participation in the Phase I process are expected to involve stakeholders in the decision to apply and are required to make a commitment to fulfill the expectations and responsibilities of Phase I schools. The phase-in process will enable MCPS to monitor the implementation of these action steps, determine their effectiveness, make any necessary adjustments, and ensure that the initiatives effect sustainable improvements in student performance before expanding to other schools. Simultaneously, other recommended actions have been identified for implementation across all middle schools. This section describes the plan for implementing the initiatives over the next three years, the selection process for Phase I schools, the Middle School Reform Budget, the action plan, and the evaluation plan.

Phase I: 2007–2008 School Year

During the 2007–2008 school year, the following recommended actions will commence in the Phase I schools:

Goal 1: Ensure effective leadership that promotes shared ownership for student and staff success and establishes a culture of high expectations.

- Implement a comprehensive professional development plan for middle school leaders through the Professional Learning Communities Institute
- Restructure the roles and responsibilities of resource teachers and team leaders
- Create new mathematics and literacy content specialist positions

Goal 2: Engage all students in effective and differentiated instructional practices using a rigorous, standards-based curriculum and challenging assessments.

- Offer rigorous elective courses in the arts and technology using courses from the Middle School Magnet Consortium as a model
- Offer additional high school courses (e.g., computer technology, Grade 6 foreign language, and other courses as appropriate)
- Utilize innovative classroom technology in selected content area classes to actively engage students in instruction
- Expand intervention programs for students who are not meeting academic standards

- Integrate study skills including time management, organizational skills, test-taking strategies, and note taking skills into the instructional program

Goal 3: Provide extended learning opportunities that engage and motivate students to achieve at higher levels.

- Redesign after-school and summer programs to increase reading, writing and mathematics skills, provide enrichment and acceleration, use hands-on and authentic learning and promote critical thinking
- Increase student enrollment and participation in after-school and summer programs by strengthening the recruitment of staff and students using a coordinator
- Expand transportation to increase student participation in after school programs by decreasing the students' commute time

Goal 4: Implement organizational structures that maximize time for teaching and learning, cultivate positive relationships and promote increased student achievement.

- Provide hours-based staffing allocations to support the inclusion of special education students in general education classes
- Schedule ESOL students according to the middle school ESOL instructional pathways
- Provide funds to schools to create time for team planning and professional development

Goal 5: Ensure that middle school staff that has the knowledge, skills, and content expertise to meet the learning and developmental needs of middle school students.

- All strategies and action steps under this goal area will be implemented in all middle schools.

Goal 6: Engage parents and the community as partners to promote school and student success.

- Implement Study Circles and provide support to school leadership teams to integrate action steps in the school improvement plan

All Middle Schools: 2007–2008 School Year

The following recommended actions will commence in all middle schools during the 2007–2008 school year.

Goal 1: Ensure effective leadership that promotes shared ownership for student and staff success and establishes a culture of high expectations.

- Provide school leadership teams with the opportunity to participate in the School Leadership Team Institute
- Establish a new internship model for aspiring middle school principals to develop leadership skills specific to middle school
- Continue the implementation of the Baldrige school improvement process

Goal 2: Engage all students in effective and differentiated instructional practices using a rigorous, standards-based curriculum and challenging assessments.

- Begin alignment of mathematics and English curriculum with the new College Board Standards for College Success
- Continue to develop and use formative and benchmark assessments
- Identify explicit accelerated pathways within the middle school curriculum guides, and establish expectations for instruction
- Offer opportunities for acceleration and enrichment to all students
- Implement a comprehensive professional development plan for middle school instructional staff on topics such as differentiation, rigor, technology, using data to drive instruction, and equitable classroom practices
- Ensure all middle school students, especially those who are underrepresented in advanced-level technology courses, experience rigorous and relevant technology instruction

Goal 3: Provide extended learning opportunities that engage and motivate students to achieve at higher levels.

- Create a central data monitoring system to collect and analyze student data to determine the impact of extended learning opportunities program and monitor its effectiveness
- Implement processes to monitor student participation, academic progress, and the effectiveness of the extended learning opportunities program

Goal 4: Implement organizational structures that maximize time for teaching and learning, cultivate positive relationships, and promote increased student achievement.

- Increase counselor allocation

- Provide a 7-hour instructional data assistant
- Establish a systemwide criteria for selecting a school schedule
- Develop a systemwide K-12 vertical articulation processes
- For schools whose schedules include advisory periods, provide guidelines for effective implementation and evaluation processes
- Implement the Honors/Advanced Placement Potential Identification Tool to increase enrollment of African American and Hispanic students in advanced-level classes

Goal 5: Ensure that middle school staff has the knowledge, skills, and content expertise to meet the learning and developmental needs of middle school students.

- Recruit, hire, and retain staff who are highly skilled in meeting the needs of middle school students and who reflect the diversity of the MCPS community
- Train all staff members who hire middle school personnel to match potential candidates to the needs of middle school students

Goal 6: Engage parents and the community as partners to promote school and student success.

- Provide support and assistance to schools to ensure that the six National Standards for Parent/Family Involvement Programs are implemented
- Develop a tool kit for schools that includes resources, best practices, and strategies for effective two-way communication and parent and community engagement
- Provide multimedia resources to parents in various languages that include information on the school system
- Implement training for central office and school-based parent outreach staff on key topics (e.g., High School Assessments, graduation requirements, the special education process, grading and reporting, advanced level courses, extended learning opportunities, etc.)
- Create a Parent Academy in collaboration with parents and community partners to help parents access school and community resources and enhance their skills to support student learning
- Develop a training plan on cross-cultural communication that builds on the school system's efforts to increase cultural competence among staff

Selection Process

Phase I of the Middle School Reform Plan will begin with five schools during the 2007–2008 school year. Schools will be selected through an application process, which includes the following:

- The principal of a prospective Phase I school will review the criteria and expectations of participating schools with school and community stakeholders
- The principal is expected to determine the school's need, readiness, and commitment to participate in collaboration with school improvement team members and school staff
- The principal will submit a letter of interest that details the need, readiness, and commitment to participate as a Phase I school
- Letters of interest are due on or before February 9, 2007, and should be submitted to Mrs. Linda Ferrell, Office of Curriculum and Instructional Programs, CESC, Room 251, with copies to the appropriate community superintendent
- A committee will select the Phase I schools. The committee will include members of the executive staff and the presidents of the three employee organizations
- Principals will receive written notification of the decision by February 23, 2007

Expectations and Characteristics of Phase I Schools

The schools selected to participate in Phase I must make a commitment to implement all components of the reform plan and fulfill the following expectations:

- Participate in the Professional Learning Communities Institute
- Commit to address racial and ethnic barriers to student achievement and parental engagement
- Participate in comprehensive professional development
- Use the Baldrige-guided School Improvement Plan process
- Implement new leadership structures
- Participate in collaborative planning sessions
- Complete processes for selecting school schedule
- Offer accelerated curriculum and rigorous elective courses
- Ensure students are enrolled in an elective class
- Implement the Extended Learning Opportunities programs
- Implement strategies for improving parent/community engagement and communication
- Participate in regularly scheduled meetings to discuss the strengths and challenges of the reform plan
- Serve as case study schools for future implementation

In addition to fulfilling the above expectations, the selection committee will review each applicant to ensure the prospective participants reflect the following:

- Schools that have met and schools who have not met Adequate Yearly Progress (AYP)
- Schools serving diverse students populations including African Americans and Hispanics, students receiving special education and ESOL services, and students receiving Free and Reduced-priced Meals
- Schools located in different geographical areas across Montgomery County
- Schools reflecting the schedule options of a seven-period day or a block/modified block schedule
- Schools that implement flexible grouping practices

Phase II: 2008–2009 School Year

During the 2008–2009 school year, the initiatives implemented in Phase I will be expanded to additional schools. The number of schools identified will be contingent on the approval of the MCPS FY 2009 budget and the evaluation of the Phase I initiatives. The middle school principal internship program will be initiated during Phase II.

Full Implementation 2009–2010 School Year

During the phase-in process, MCPS will determine which components of the reform plan will be implemented in all schools and which schools will receive additional resources, based on student needs. This process is similar to the one used to implement the *Early Success Performance Plan*.

Middle School Reform Action Plan

A detailed action plan will be collaboratively developed by staff to implement the recommendations. The action plan will outline professional development for leaders and instructional staff, curriculum and instructional program development, systemwide processes and guidelines, and school and parent resources. Development of the action plan will begin in January 2007. Project managers from MCPS offices will be identified to coordinate and monitor the development and implementation of the action plan.

Budget

The Middle School Reform is a three-year \$10 million reform effort. In addition, staff has identified \$8.2 million of existing resources to be realigned to support the funding of the plan over the next three years. A detailed budget for the multi-year initiative is provided in Attachment 3. The proposed budget for FY 2008 is approximately \$2.5 million, which reflects the additional resources needed to fund Phase I of the reform. Funding needed for FY 2009 and FY 2010 are \$3.1 million and \$4.8 million, respectively.

Evaluation

The Middle School Reform Plan is designed to raise student performance, close the achievement gap, and increase the level of academic rigor in middle schools. An advisory group will be established in January 2007 to develop the evaluation plan and timeline. The purpose of the evaluation will include the following:

- Measure improvement in student performance and in closing the achievement gap
- Assess the effectiveness of the recommended actions
- Collect and analyze input from stakeholders
- Provide feedback to school decision makers for making necessary changes and/or improvements to the recommended actions

Periodic updates on the evaluation will be provided to the Board of Education.

Middle School Reform Budget Item Projections Through FY2010

Budget Item	FY2008				FY2009				FY2010			
	Phase 1 (Five Schools)			All	Same Service	Phase 2 (Realigned Resources)	Phase 2 (Additional Resources Needed)	FY2009 Subtotal	Same Service	Phase 3 (Realigned Resources)	Phase 3 (Additional Resources Needed)	FY2010 Subtotal
	Realigned	Additional Resources Needed	Realigned									
Funding Sources												
LEADERSHIP												
Professional part-time support for Middle School Principal Internship Program	\$0	\$151,480			\$151,480			\$151,480	\$21,880			\$21,880
Literacy Coach												
• fully released												
• 15 summer days per position												
Math Content Specialist												
• fully released												
• 20 summer days per person												
• supplement	171,409	184,048			355,457	411,380	441,715	1,208,552	1,208,552	719,916	773,002	2,701,469
Content Specialists in English, Science, Social Studies, PE/Arts and one other area												
• one release period												
• 20 summer days												
• supplement	573,088	0			573,088	1,375,410	0	1,948,498	1,948,498	2,408,988	0	4,355,485
Two grade level team leaders at each grade level												
• one release period												
• 10 summer days per person												
• team leader supplement	168,596	337,192			505,788	404,630	809,261	1,719,679	1,719,679	469,581	1,654,729	3,843,989
PLC/Baldrige/SLTI	102,200	86,878			189,078	102,200	20,440	311,718	311,718	0	0	311,718
Leadership Subtotal	\$1,072,083	\$1,027,635	\$0	\$0	\$2,098,718	\$2,428,919	\$1,314,705	\$6,444,342	\$8,314,742	\$3,834,988	\$3,653,485	\$13,703,214

Note: The recommended actions that do not have budget implications are not listed. Existing staff will be used to implement the work.
The following recommended actions will be funded through the offices listed below:

Hours-based staffing and additional counselors - Office of Special Education and Student Services
Professional Development - Office of Organizational Development

Middle School Reform Budget Item Projections Through FY2010

Budget Item	FY2008				FY2009				FY2010			
	Phase 1 (Five Schools)			FY2008 Subtotal	Phase 2			FY2009 Subtotal	Phase 3			FY2010 Subtotal
	Realligned	Additional Resources Needed	All Additional Resources Needed		Same Service	Phase 2 (Realligned Resources)	Phase 2 (Additional Resources Needed)		Same Service	Phase 3 (Realligned Resources)	Phase 3 (Additional Resources Needed)	
Funding Sources												
ORGANIZATIONAL STRUCTURES												
One seven-hour IDA at each middle school			\$0	\$213,350	\$213,350			\$213,350	\$213,350			\$213,350
Cohort Planning Time at five Pilot Schools												
• 75 hours per week at each school (professional staff)												
• 12 hours per week at each school (para-educators)	0	718,200		718,200	718,200	0	861,840	1,580,040	1,580,040	0	861,840	2,441,880
Organizational Structures Subtotal	\$0	\$718,200	\$0	\$931,550	\$931,550	\$0	\$861,840	\$1,793,390	\$1,793,390	\$0	\$861,840	\$2,655,230
HUMAN RESOURCES												
Materials for training staffing specialists			0	150	150			150	150			150
Human Resources Subtotal	\$0	\$0	\$0	\$150	\$150			\$150	\$150			\$150

Middle School Reform Budget Item Projections Through FY2010

Budget Item	FY2008			FY2009			FY2010		
	Phase 1 (Five Schools)		All	Phase 2		Phase 2 (Realigned Resources)	Phase 3 (Realigned Resources)	Phase 3 (Additional Resources Needed)	FY2010 Subtotal
	Realigned	Additional Resources Needed		Realigned	Additional Resources Needed				
Funding Sources									
PARENT AND COMMUNITY ENGAGEMENT/ COMMUNICATION									
Print copies and DVDs in multiple languages of Navigating the System (Grades 5-9)									
Tier 1 training on cross-cultural communication strategies • 50 people at each of five pilot schools									
• Two-hours per person plus materials	23,414	0		23,414	0	4,683			28,098
Implement/expand study circles in all middle schools (FY2008)	25,000	0		25,000	0	5,000			30,000
Develop a toolkit for all middle schools that includes resources, best practices, and strategies for implementing the six national standards in creating a welcoming environment for our diverse parent community (FY2008) one time cost									
Parent and Community Engagement/ Communication Subtotal	\$48,414	\$0		\$115,414	\$0	\$9,683	\$0	\$0	\$125,098
TOTAL	1,550,487	1,863,500	0	4,043,183	628,216	2,585,031	4,054,728	4,643,292	18,211,934

GRAND TOTAL FOR THREE-YEAR PLAN IS \$31,898,830

FY2008	FY2009	FY2010
FY2008 Total	FY2009 Total	FY2010 Total
Realigned Resources Total	Realigned Resources Total	Realigned Resources Total
Additional Resources Needed Total	Additional Resources Needed Total	Additional Resources Needed Total
\$4,043,183	\$9,643,513	\$18,211,934
\$1,550,487	\$2,585,031	\$4,054,728
\$2,492,716	\$4,043,183	\$9,513,913
	\$3,015,299	\$4,643,292

Total new resources needed for three-year plan is \$10,151,308

(30)

Student Performance Targets

Data Point	2006			2007			2008-2010 Student Performance Target		
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
Grade 2 Reading-Percentage At or Above Benchmark									
All Students					67.7%				
Asian American					77.6%				
African American					56.6%				
White					78.7%				
Hispanic				≥79.4%	50.0%		≥82.9%	≥86.5%	≥90.0%
SpEd					32.8%				
LEP					35.0%				
FARMS					48.8%				
Grade 5 Mathematics 6 or Higher-Percentage At or Above Proficient									
All Students		29.4%	✓		38.9%	✓			
Asian American		48.3%	✓		59.9%	✓			
African American		13.0%			18.7%				
White		40.2%	✓		52.8%	✓			
Hispanic	≥29.4%	12.2%		≥33.3%	17.5%		≥37.2%	≥41.1%	≥45%
SpEd		7.5%			9.8%				
LEP		4.4%			6.3%				
FARMS		10.3%			14.4%				
ES MSA Reading-Percentage At or Above Proficient									
All Students		83.5%	✓		86.4%	✓			
Asian American		90.5%	✓		92.7%	✓			
African American		71.4%	✓		76.5%	✓			
White		92.7%	✓		94.4%	✓			
Hispanic	≥62.5%	72.4%	✓	≥67.2%	76.6%	✓	≥71.8%	≥76.5%	≥81.2%
SpEd		62.3%			67.8%	✓			
LEP		65.4%	✓		70.9%	✓			
FARMS		67.8%	✓		72.5%	✓			
ES MSA Mathematics-Percentage At or Above Proficient									
All Students		83.8%	✓		85.9%	✓			
Asian American		93.6%	✓		95.0%	✓			
African American		68.4%	✓		72.6%	✓			
White		93.5%	✓		94.1%	✓			
Hispanic	≥58.8%	73.6%	✓	≥63.9%	76.8%	✓	≥69.1%	≥74.2%	≥79.4%
SpEd		56.5%			60.7%	✓			
LEP		69.0%	✓		72.4%	✓			
FARMS		67.3%	✓		71.3%	✓			
Elementary School Suspension Rate									
All Students		1.4%			1.4%				
Asian American		0.4%	✓		0.4%	✓			
African American		3.7%			3.1%				
White		0.7%	✓		0.7%	✓			
Hispanic	≤1.3%	1.3%	✓	≤1.3%	1.4%		≤1.3%	≤1.3%	≤1.3%
SpEd		3.9%			3.5%				
LEP		1.2%	✓		1.2%	✓			
FARMS		2.8%			2.6%				
MS MSA Reading-Percentage At or Above Proficient									
All Students		76.9%	✓		80.8%	✓			
Asian American		86.5%	✓		89.5%	✓			
African American		62.3%	✓		68.1%	✓			
White		89.8%	✓		92.6%	✓			
Hispanic	≥61.5%	57.3%		≥66.3%	63.8%		≥71.1%	≥75.9%	≥80.8%
SpEd		42.7%			51.3%				
LEP		43.9%			48.4%				
FARMS		52.9%			59.2%				

Student Performance Targets

Data Point		2006			2007			2008-2010 Student Performance Target		
		Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
MS/MSA Mathematics-Percentage At or Above Proficient										
	All Students	≥42.9%	71.5%	✓	≥50.0%	73.7%	✓	≥57.1%	≥64.3%	≥71.4%
	Asian American		87.6%	✓		89.6%	✓			
	African American		48.9%	✓		52.7%	✓			
	White		86.2%	✓		88.0%	✓			
	Hispanic		52.4%	✓		55.7%	✓			
	SpEd		35.0%			43.1%				
	LEP		45.8%	✓		47.0%				
	FARMS		45.4%	✓		49.5%				
Grade 8 Algebra-Percentage Completing										
	All Students	≥54.6%	49.4%		≥61%	55.9%		≥67.3%	≥73.7%	≥80.0%
	Asian American		72.3%	✓		78.6%	✓			
	African American		25.5%			33.1%				
	White		64.3%	✓		71.4%	✓			
	Hispanic		26.2%			32.6%				
	SpEd		11.7%			15.5%				
	LEP		15.1%			19.7%				
	FARMS		21.7%			28.5%				
Algebra I High School Assessment-Percentage Passing in Middle School										
	All Students	100.0%	97.0%		100.0%	95.2%		100.0%	100.0%	100.0%
	Asian American		98.7%			97.4%				
	African American		91.8%			86.3%				
	White		98.6%			98.6%				
	Hispanic		92.5%			89.4%				
	SpEd		90.2%			88.8%				
	LEP		86.5%			86.8%				
	FARMS		91.8%			85.2%				
Middle School Suspension Rate										
	All Students	≤7.4%	7.8%		≤7.2%	7.4%		≤7.0%	≤6.7%	≤6.5%
	Asian American		2.8%	✓		2.7%	✓			
	African American		17.3%			16.3%				
	White		3.4%	✓		3.1%	✓			
	Hispanic		10.0%			9.3%				
	SpEd		16.8%			15.7%				
	LEP		8.3%			8.5%				
	FARMS		16.3%			15.2%				
Grade 9 Algebra-Percentage Completing										
	All Students	≥81.4%	75.4%		≥86.1%	76.5%		≥90.7%	≥95.4%	100.0%
	Asian American		90.0%	✓		91.1%	✓			
	African American		58.9%			61.3%				
	White		89.9%	✓		90.8%	✓			
	Hispanic		55.2%			55.7%				
	SpEd		42.8%			41.7%				
	LEP		39.2%			39.6%				
	FARMS		49.8%			51.8%				
Grade 10 Geometry-Percentage Completing										
	All Students	≥76.6%	71.7%		≥82.4%	72.7%	✓	≥88.3%	≥94.1%	100.0%
	Asian American		86.3%	✓		86.5%	✓			
	African American		51.8%			52.9%				
	White		86.6%	✓		88.5%	✓			
	Hispanic		48.7%			50.4%				
	SpEd		37.7%			38.1%				
	LEP		30.8%			31.5%				
	FARMS		45.5%			45.1%				

Student Performance Targets

Data Point		2006			2007			2008-2010 Student Performance Target		
		Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
Honors/AP Enrollment-At least one course										
	All Students	≥68.4%	69.7%	✓	≥70.1%	71.8%	✓	≥71.7%	≥73.4%	≥75.0%
	Asian American		84.4%	✓		85.8%	✓			
	African American		50.7%			53.6%				
	White		82.3%	✓		84.5%	✓			
	Hispanic		49.2%			52.9%				
	SpEd		23.3%			23.7%				
	LEP		28.1%			31.9%				
	FARMS		41.6%			44.9%				
Grade 9 PSAT-Percentage Participating										
	All Students			≥92.3%	92.4%	✓	≥93.2%	≥94.1%	≥95.0%	
	Asian American				95.5%	✓				
	African American				89.6%					
	White				95.3%	✓				
	Hispanic				87.3%					
	SpEd				82.6%					
	LEP				78.8%					
	FARMS				85.9%					
Grade 10 PSAT-Percentage Participating										
	All Students			≥91.2%	91.2%	✓	≥92.5%	≥93.7%	≥95.0%	
	Asian American				95.8%	✓				
	African American				87.3%					
	White				94.3%	✓				
	Hispanic				84.7%					
	SpEd				81.0%					
	LEP				79.1%					
	FARMS				84.0%					
HS MSA Reading-Percentage At or Above Proficient										
	All Students	≥45.3%	70.3%	✓	≥52.2%	77.6%	✓	≥59.0%	≥65.8%	≥72.7%
	Asian American		81.6%	✓		84.4%	✓			
	African American		47.9%	✓		60.2%	✓			
	White		83.4%	✓		91.5%	✓			
	Hispanic		53.7%	✓		60.5%	✓			
	SpEd		29.7%			46.5%				
	LEP		45.9%	✓		38.7%				
	FARMS		44.5%			53.3%	✓			
HS MSA Mathematics-Percentage At or Above Proficient										
	All Students	≥29.8%	77.1%	✓	≥38.6%	79.5%	✓	≥47.3%	≥56.1%	≥64.9%
	Asian American		90.1%	✓		90.8%	✓			
	African American		57.4%	✓		61.2%	✓			
	White		89.7%	✓		91.9%	✓			
	Hispanic		60.8%	✓		66.1%	✓			
	SpEd		45.2%	✓		44.9%	✓			
	LEP		49.4%	✓		59.0%	✓			
	FARMS		48.2%	✓		60.8%	✓			
SAT/ACT Participation (Graduating Seniors)										
	All Students	≥77.2%	75.8%		≥77.9%	80.3%	✓	≥78.6%	≥79.3%	≥80.0%
	Asian American		87.8%	✓		89.7%	✓			
	African American		65.9%			73.7%				
	White		82.1%	✓		87.4%	✓			
	Hispanic		53.0%			57.5%				
	SpEd		45.9%			50.3%				
	LEP		35.7%			40.6%				
	FARMS		54.0%			62.7%				

Student Performance Targets

Data Point		2006			2007			2008-2010 Student Performance Target		
		Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
SAT Performance (Graduating Seniors)										
	All Students	≥1634	1634	✓	≥1638	1624		≥1642	≥1646	≥1650
	Asian American		1710	✓		1706	✓			
	African American		1360			1357				
	White		1735	✓		1736	✓			
	Hispanic		1410			1418				
	SpEd		1383			1353				
	LEP		1148			1127				
	FARMS		1316			1315				
AP/IB Exam Participation (Graduating Seniors)										
	All Students	≥56.1%	56.1%	✓	≥59.6%	60.6%	✓	≥63%	≥66.5%	≥70.0%
	Asian American		75.0%	✓		76.3%	✓			
	African American		28.0%			35.0%				
	White		65.0%	✓		70.5%	✓			
	Hispanic		42.1%			48.5%				
	SpEd		17.9%			18.2%				
	LEP		24.7%			34.4%				
	FARMS		33.5%			39.6%				
AP/IB Exam Performance (Graduating Seniors)										
	All Students	≥42.2%	45.7%	✓	≥52.4%	47.0%		≥56.6%	≥60.8%	≥65.0%
	Asian American		60.5%	✓		61.4%	✓			
	African American		16.8%			19.4%				
	White		55.6%	✓		58.0%	✓			
	Hispanic		33.9%			36.0%				
	SpEd		13.1%			11.7%				
	LEP		20.7%			26.9%				
	FARMS		23.6%			25.5%				
Graduation Rate										
	All Students	≥92.4%	91.6%		≥93.3%	90.3%		≥94.2%	≥95.1%	≥96.0%
	Asian American		96.5%	✓		95.6%	✓			
	African American		87.6%			87.2%				
	White		95.2%	✓		93.9%	✓			
	Hispanic		81.3%			80.4%				
	SpEd		88.4%			88.2%				
	LEP		97.3%	✓		96.6%	✓			
	FARMS		89.4%			88.6%				
High School Suspension Rate										
	All Students	≤6.5%	6.8%		≤6.5%	6.6%		≤6.5%	≤6.5%	≤6.5%
	Asian American		2.4%	✓		2.3%	✓			
	African American		14.7%			13.3%				
	White		3.3%	✓		3.4%	✓			
	Hispanic		9.5%			9.4%				
	SpEd		16.0%			14.3%				
	LEP		7.9%			8.2%				
	FARMS		14.4%			13.0%				

District Performance Targets

Data Point	2006			2007			2008-2010 District Targets		
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
Grade 2 Reading-Percentage At or Above Benchmark									
All Students					32				
Asian American					50				
African American					11				
White				At least 90 ES with 79.4% at benchmark	61		At least 100 ES with 82.9% at benchmark	At least 109 ES with 86.5% at benchmark	At least 120 ES with 90.0% at benchmark
Hispanic					7				
SpEd					4				
LEP					6				
FARMS					5				
Grade 5 Mathematics 6 or Higher-Percentage At or Above Proficient									
All Students		53			67				
Asian American		82	✓		83	✓			
African American		10			11				
White	At least 59 ES with 29.4% proficient in Mathematics 6	82	✓	At least 74 ES with 33.3% proficient in Mathematics 6	101	✓	At least 89 ES with 37.2% proficient in Mathematics 6	At least 105 ES with 41.1% proficient in Mathematics 6	At least 120 ES with 45% proficient in Mathematics 6
Hispanic		9			23				
SpEd		3			8				
LEP		1			3				
FARMS		8			7				
ES/MSA Reading-Percentage At or Above Proficient									
All Students		125	✓		128	✓			
Asian American		121	✓		124	✓			
African American		123	✓		124	✓			
White	All ES with 62.5% proficient in reading	121	✓	All ES with 67.2% proficient in reading	126	✓	All ES with 71.8% proficient in reading	All ES with 76.5% proficient in reading	All ES with 81.2% proficient in reading
Hispanic		124	✓		128	✓			
SpEd		122			126				
LEP		119			124				
FARMS		119	✓		122	✓			
ES/MSA Mathematics-Percentage At or Above Proficient									
All Students		125	✓		128	✓			
Asian American		121	✓		124	✓			
African American		123	✓		124	✓			
White	All ES with 58.8% proficient in mathematics	121	✓	All ES with 63.9% proficient in mathematics	126	✓	All ES with 69.1% proficient in mathematics	All ES with 74.2% proficient in mathematics	All ES with 79.4% proficient in mathematics
Hispanic		124	✓		128	✓			
SpEd		122			124				
LEP		121			125	✓			
FARMS		119	✓		122	✓			
Elementary School Suspension Rate									
All Students		77			82				
Asian American		111	✓		110	✓			
African American	At least 88 ES with suspension rate no higher than 1.3%	45		At least 100 ES with suspension rate no higher than 1.3%	58		At least 111 ES with suspension rate no higher than 1.3%	At least 120 ES with suspension rate no higher than 1.3%	All ES with suspension rate no higher than 1.3%
White		94	✓		98				
Hispanic		90	✓		87				
SpEd		42			49				
LEP		86			94				
FARMS		55			58				
MS/MSA Reading-Percentage At or Above Proficient									
All Students		38	✓		38	✓			
Asian American		38	✓		38	✓			
African American		38	✓		36				
White	All MS with 61.5% proficient in reading	38	✓	All MS with 66.3% proficient in reading	38	✓	All MS with 71.1% proficient in reading	All MS with 75.9% proficient in reading	All MS with 80.8% proficient in reading
Hispanic		32			37				
SpEd		22			32				
LEP		29			32				
FARMS		27			34				

District Performance Targets

Data Point	2006			2007			2008-2010 District Targets		
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
MS/MSA Mathematics-Percentage At or Above Proficient									
All Students	All MS with 42.9% proficient in mathematics	38	✓	All MS with 50.0% proficient in mathematics	38	✓	All MS with 57.1% proficient in mathematics	All MS with 64.3% proficient in mathematics	All MS with 71.4% proficient in mathematics
Asian American		38	✓		38	✓			
African American		38	✓		37				
White		38	✓		38	✓			
Hispanic		38	✓		38	✓			
SpEd		29			33				
LEP		36			35				
FARMS		38	✓		35				
Grade 8 Algebra-Percentage Completing									
All Students	At least 19 MS with 54.6% completing algebra	10		At least 24 MS with 61% completing algebra	13		At least 29 MS with 67.3% completing algebra	At least 33 MS with 73.7% completing algebra	All MS with 80% completing algebra
Asian American		32	✓		31	✓			
African American		0			1				
White		31	✓		29	✓			
Hispanic		2			1				
SpEd		0			0				
LEP		1			1				
FARMS		0			0				
Algebra I High School Assessment-Percentage Passing in Middle School									
All Students	All MS with 100% test takers passing Algebra HSA	7		All MS with 100% test takers passing Algebra HSA	6		All MS with 100% test takers passing Algebra HSA	All MS with 100% test takers passing Algebra HSA	All MS with 100% test takers passing Algebra HSA
Asian American		26			17				
African American		11			9				
White		15			15				
Hispanic		16			13				
SpEd		8			12				
LEP		3			4				
FARMS		12			9				
Middle School Suspension Rate									
All Students	At least 19 MS with suspension rate no higher than 7.4%	19	✓	At least 24 MS with suspension rate no higher than 7.2%	19		At least 29 MS with suspension rate no higher than 7.0%	At least 33 MS with suspension rate no higher than 6.7%	All MS with suspension rate no higher than 6.5%
Asian American		33	✓		33	✓			
African American		4			6				
White		34	✓		33	✓			
Hispanic		15			16				
SpEd		5			6				
LEP		19			20				
FARMS		5			7				
Grade 9 Algebra-Percentage Completing									
All Students	At least 12 HS with 81.4% completing algebra	9		At least 16 HS with 86.1% completing algebra	6		At least 19 HS with 90.7% completing algebra	At least 22 HS with 95.4% completing algebra	All HS with 100% completing algebra
Asian American		22	✓		18	✓			
African American		1			1				
White		20	✓		18	✓			
Hispanic		3			3				
SpEd		0			0				
LEP		1			0				
FARMS		1			0				
Grade 10 Geometry-Percentage Completing									
All Students	At least 12 HS with 76.6% completing geometry	10		At least 16 HS with 82.4% completing geometry	6		At least 19 HS with 88.3% completing geometry	At least 22 HS with 94.1% completing geometry	All HS with 100% completing geometry
Asian American		20	✓		16	✓			
African American		1			1				
White		20	✓		18	✓			
Hispanic		2			1				
SpEd		1			0				
LEP		0			0				
FARMS		1			1				

District Performance Targets

Data Point	2006			2007			2008-2010 District Targets		
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
Honors/AP Enrollment - At Least One Course									
All Students	At least 12 HS with 68.4% enrolled in Honors/AP	9		At least 16 HS with 70.1% enrolled in Honors/AP	11		At least 19 HS with 71.7% enrolled in Honors/AP	At least 22 HS with 73.4% enrolled in Honors/AP	All HS with 75% enrolled in Honors/AP
Asian American		23	✓		24	✓			
African American		1			1				
White		23	✓		25	✓			
Hispanic		5			5				
SpEd		0			1				
LEP		0			0				
FARMS		1			1				
Grade 9 PSAT-Percentage Participating									
All Students			At least 13 HS with 92.3% GR9 students taking the PSAT	11		At least 17 HS with 93.2% of GR9 students taking the PSAT	At least 21 HS with 94.1% of GR9 students taking the PSAT	All HS with 95.0% of GR9 students taking the PSAT	
Asian American				18	✓				
African American				8					
White				19	✓				
Hispanic				8					
SpEd				3					
LEP				6					
FARMS				3					
Grade 10 PSAT-Percentage Participating									
All Students			At least 15 HS with 91.2% GR10 students taking the PSAT	15	✓	At least 17 HS with 92.5% of GR10 students taking the PSAT	At least 21 HS with 93.7% of GR10 students taking the PSAT	All HS with 95.0% of GR10 students taking the PSAT	
Asian American				23	✓				
African American				7					
White				22	✓				
Hispanic				6					
SpEd				4					
LEP				6					
FARMS				3					
HS MSA Reading-Percentage At or Above Proficient									
All Students	All HS with 45.3% proficient in reading	24	✓	All HS with 52.2% proficient in reading	25	✓	All HS with 59.0% proficient in reading	All HS with 65.8% proficient in reading	All HS with 72.6% proficient in reading
Asian American		24	✓		25	✓			
African American		24	✓		25	✓			
White		24	✓		25	✓			
Hispanic		24	✓		25	✓			
SpEd		21			23				
LEP		22			18				
FARMS		24	✓		25	✓			
HS MSA Mathematics-Percentage At or Above Proficient									
All Students	All HS with 29.8% proficient in mathematics	24	✓	All HS with 38.6% proficient in mathematics	25	✓	All HS with 47.3% proficient in mathematics	All HS with 56.0% proficient in mathematics	All HS with 64.7% proficient in mathematics
Asian American		24	✓		25	✓			
African American		24	✓		25	✓			
White		24	✓		25	✓			
Hispanic		23	✓		25	✓			
SpEd		24	✓		23				
LEP		23	✓		25	✓			
FARMS		24	✓		25	✓			
SAT/ACT Participation (Graduating Seniors)									
All Students	At least 12 HS with 77.2% taking the SAT	10		At least 14 HS with 77.9% taking the SAT	15	✓	At least 19 HS with 78.6% taking the SAT	At least 22 HS with 79.3% taking the SAT	All HS with 80% taking the SAT
Asian American		22	✓		22	✓			
African American		2			6				
White		18	✓		22	✓			
Hispanic		3			3				
SpEd		1			1				
LEP		0			1				
FARMS		1			3				

District Performance Targets

Data Point	2006			2007			2008-2010 District Targets		
	Target	Actual	Target Met	Target	Actual	Target Met	2008	2009	2010
SAT Performance (Graduating Seniors)									
All Students	At least 12 HS with mean SAT score of 1634 or higher	7		At least 14 HS with mean SAT score of 1638 or higher	8		At least 19 HS with mean SAT score of 1642 or higher	At least 22 HS with mean SAT score of 1646 or higher	All HS with mean SAT score of 1650 or higher
Asian American		11			11				
African American		0			0				
White		16			17	✓			
Hispanic		3			2				
SpEd		0			1				
LEP		0			0				
FARMS	0		0						
AP/IB Exam Participation (Graduating Seniors)									
All Students	At least 12 HS with 56.1% taking an AP or IB exam	6		At least 14 HS with 59.6% taking an AP or IB exam	10		At least 19 HS with 63.0% taking an AP or IB exam	At least 22 HS with 66.5% taking an AP or IB exam	All HS with 70.0% taking an AP or IB exam
Asian American		21	✓		21				
African American		0			0				
White		15	✓		18				
Hispanic		4			6				
SpEd		0			0				
LEP		1			2				
FARMS	1		3						
AP/IB Exam Performance (Graduating Seniors)									
All Students	At least 12 HS with 42.2% receiving 3 or higher on AP exam or 4 or higher on IB exam	9		At least 14 HS with 52.4% receiving 3 or higher on AP exam or 4 or higher on IB exam	7		At least 19 HS with 56.6% receiving 3 or higher on AP exam or 4 or higher on IB exam	At least 22 HS with 60.8% receiving 3 or higher on AP exam or 4 or higher on IB exam	All 25 HS with 65.0% receiving 3 or higher on AP exam or 4 or higher on IB exam
Asian American		18	✓		13				
African American		0			0				
White		17	✓		13				
Hispanic		7			4				
SpEd		1			0				
LEP		1			1				
FARMS	1		1						
Graduation Rate									
All Students	At least 13 HS with 92.4% graduation rate	13	✓	At least 14 HS with 93.3% graduation rate	11		At least 19 HS with 94.2% graduation rate	At least 22 HS with 95.1% graduation rate	All HS with 96.0% graduation rate
Asian American		22	✓		20	✓			
African American		8			6				
White		20	✓		15	✓			
Hispanic		4			6				
SpEd		8			9				
LEP		18	✓		17	✓			
FARMS	12		5						
High School Suspension Rate									
All Students	At least 12 HS with suspension rate no higher than 6.5%	10		At least 16 HS with suspension rate no higher than 6.5%	12		At least 19 HS with suspension rate no higher than 6.5%	At least 22 HS with suspension rate no higher than 6.5%	All HS with suspension rate no higher than 6.5%
Asian American		23	✓		24	✓			
African American		0			2				
White		23	✓		20	✓			
Hispanic		7			11				
SpEd		1			2				
LEP		9			11				
FARMS	0		0						